

8-1996

National EdD Program for Educational Leaders Catalog 1996-1997

Nova Southeastern University

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Fischler
Center
for the
Advancement
of Education

NOVA SOUTHEASTERN UNIVERSITY

Fischler Center for the
Advancement of Education

National EdD Program for Educational Leaders

Educational Leaders

National EdD Program



CATALOG 1996-1997

**Includes Application and
Admission Forms**

NSU

STATE DISCLOSURES

CALIFORNIA

"Any questions or problems concerning this institution that have not been satisfactorily answered or resolved by the institution should be directed to the Council for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814. Telephone (916) 445-3427."

INDIANA

"This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-State Toll Free Number 800-227-5695 or (317) 232-1320."

SOUTH CAROLINA

Nova Southeastern University is "Licensed by the Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201. Telephone (803) 737-2288."

MEETING FACILITIES

Nova Southeastern University leases classroom facilities in accordance with local, health, fire, and safety standards. All facilities are selected on the basis they are conducive to learning. The University attempts to rent classrooms on local college campuses before using other facilities.

National EdD Program for Educational Leaders

CATALOG 1996-1997

Policies and programs set forth in this catalog are effective through June 30, 1997. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks must carry this information.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

Nova Southeastern University is a member of the American Association of Colleges for Teacher Education, the Council of Great City Colleges of Education, and the Council of Graduate Schools.

Published August 1996



PRESIDENT'S MESSAGE



*Ovid C. Lewis, JSD
President, Nova Southeastern University*

Nova Southeastern University is committed to providing an educational environment that encourages participants to be the best they can be. Historically Nova has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, "Even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to serve optimally their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, to apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.

THE UNIVERSITY

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 227-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 15 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, medical sciences, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs, and/or hearing disabilities. The Family Center Unit provides a spectrum of family related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, unique programs that provide both traditional and nontraditional choices in educational programs, and research in many fields aimed at solving the problems of immediate concern to mankind.

The University's centers and programs share a common mission—to educate students for leadership roles in a variety of professions, such as law, education, psychology, osteopathic medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University educational plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Southeastern Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

MISSION STATEMENT

Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

EDUCATION PROVOST'S MESSAGE



*H. Wells Singleton, PhD
Education Provost, Fischler Center for the
Advancement of Education*

I am frequently asked why Nova Southeastern University has more than its share of graduates who are the leading school administrators throughout North America. Our graduates are superintendents of the nation's largest schools, winners of "administrator of the year" in their states, and leaders of their professional organizations. The answer to the question "Why are Nova Southeastern graduates leading administrators?" has a number of component parts:

- National EdD Program for Educational Leaders is designed for the working professional.
- National EdD Program for Educational Leaders is "doing" what the national studies are recommending for the ideal program involving educational leaders.
- National EdD Program for Educational Leaders is concerned about you and your professional development.

Over 2,000 of your colleagues—graduates of this program—concluded that a match exists among the program's design and content and their professional goals. If you find that a "match" does exist, we encourage you to consider applying to the National EdD Program for Educational Leaders. Good luck with your career and graduate studies.

THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

MISSION STATEMENT

The Fischler Center for the Advancement of Education is dedicated to the education, training, and the continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers education programs designed to meet the needs of the practitioner and makes a special commitment to provide education programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

Overview of the Fischler Center for the Advancement of Education programs:

Graduate Teacher Education Program

offering:

- Various Majors in Teaching (MS and EdS)
- Modified Core Program in Educational Leadership (MS and EdS)
- Initial Certification (MS)
- Nondegree Endorsement and Certification Renewal Options

Life Span Care and Administration

offering:

- Applied Addiction Studies (MS)
- Child and Youth Care Administration (MS)
- Early Childhood Education Administration (MS)
- Elder Care Administration (MS)
- Family Support Studies (MS)

National EdD Program for Educational Leaders

offering:

- Educational Leadership (EdD)

Programs for Higher Education offering:

- Adult Education (EdD)
- Computing and Information Technology (EdD)
- Health Care Education (EdD)
- Higher Education (EdD)
- Vocational, Technical, Occupational Education (EdD)

Programs in Communication Sciences and

Disorders offering:

- Audiology (AuD)
- Speech-Language Pathology (MS and SLPD)

Programs in Education and Technology

- Instructional Technology and Distance Education (MS and EdD)
- Child and Youth Studies (EdD)

PROGRAM DEAN'S MESSAGE



MARÍA SHELTON, EdD
*Program Dean
National EdD Program
for Educational Leaders*



CHARLES L. FAIRES, PhD
*Associate Director
National EdD Program
for Educational Leaders*

Considering present and future societal challenges, we ask, “Where have all the leaders gone?” Increasingly, we expect “leaders” to solve society’s ills and as a result, we have high leader turnover, whether it be governmental, corporate, or education. The National EdD Program for Educational Leaders’ mission posits on improving education leaders’ skills and knowledge so they do indeed make a positive difference in schools and education environments.

Evidence of our graduates and participants “making a difference” prevails across the United States and Canada as shown by the number who are superintendents of Council of Great City Schools, recipients of outstanding Principal of the Year honors, and American Blue Ribbon school awards. The children in these schools benefit from the integrity, vision, and strength found in Educational Leader participants and graduates.

The National EdD Program for Educational Leaders sets high expectations for participants in terms of integrity, applied research, knowledge, risk-taking, and leadership. In turn, the Program models these attributes, which together makes for a synergistic force in North American education.

If you want to be part of the “premier” practitioner doctoral program, I urge you to join the National EdD Program for Educational Leaders. We offer instructional sites that are convenient to you in order that you can continue to serve the students in your school.

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Program Professor



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EDNA SUÁREZ-COLOMBA
Program Professor



VITA TIPPETT
Practicum Secretary

Photo not available: AWILDA CORDERO, Program Receptionist



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This catalog provides the framework for your program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse participants from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the provisions in this catalog.



NATIONAL EDD PROGRAM FOR EDUCATIONAL LEADERS

MISSION, GOALS, AND RATIONALE OF THE PROGRAM

MISSION

Through a dynamic doctoral program of study, assessment, and action, the mission of the National EdD Program for Educational Leaders is to provide practicing education leaders the opportunity for acquiring knowledge and developing leadership to foster innovative and effective learning environments.

GOALS

1. To improve schools and other learning environments through the leadership of Program participants and graduates
2. To provide a field-based doctoral program accessible to diverse populations of practitioners
3. To enable participants to expand their administrative competence and to model visionary leadership
4. To assist participants in the creation and implementation of individual leadership development plans
5. To advocate and implement educational improvement using
 - informed action research
 - effective application of change theory
 - collaborative decision-making and strategic planning
 - risk and creativity
 - appropriate evaluation
6. To identify and address contemporary and future educational issues in a changing world
7. To promote and model new applications of technology
8. To promote personal and professional networking

RATIONALE

In designing and redesigning a participant-centered program to meet the needs of school administrators, Nova Southeastern University has been guided by several considerations. It is the University's intention to develop leadership skills that will be applied immediately to the solution of real problems in the schools and other learning environments. A major objective is to create a program for the exploration of new approaches to the improvement of elementary and secondary schools through a focus on real life situations and school problems. The implementation of practicum projects based on actual problems within the sphere of influence of the individual participant is an innovative and essential part of the Program. The education systems in which Program participants are administrators constitute a national and international laboratory in which practicum interventions are explored, tested, implemented, and evaluated.

Leadership requires a broad knowledge of social, political, and economic forces at work in the society. A narrow concentration on mechanical or logistical problems tends to perpetuate parochialism and failure of leadership. The Program, therefore, draws outstanding scholars and practitioners from a variety of universities and educational systems to provide a global perspective and bring

international, national, and campus resources to the participant and local community. Leadership growth also requires self-analysis and reflection; it is a learning activity that benefits from experience. The Program devotes considerable attention to assessment of leadership by participants in their work settings and to development and application of leadership growth plans.

Nova Southeastern University distinguishes itself by departing from the traditional practice of isolating students from real life situations. The organization of the Program is designed for participants to work with colleagues in local clusters. This concept of bringing the campus to a cohort of administrators allows individuals to participate in an accessible location and in a program of study which complements their work responsibility. The cohort of practicing school leaders provides a rich resource for ongoing school and self improvement. Innovative uses of technology bring additional resources to the local cluster site and school systems. All participants have access to online communication with each other and with faculty, and to a vast array of library and other information sources including the Internet and the World Wide Web. From this cluster organizational pattern, interactive networks evolve to serve participants long after graduation.

Annual weeklong Summer Institutes bring participants together to explore professional issues and practices with one another, with Nova Southeastern University faculty and staff, with academicians from other disciplines, and with leaders in politics,

education, business, and other human services. There is no experience in graduate education equivalent to the Educational Leaders' Summer Institute.

The National EdD Program for Educational Leaders has become a model of nontraditional, adult-oriented graduate education for many other institutions nationally and abroad. In 1982, the Program was selected by a national panel of administrators and professors as recipient of the American Association of School Administrators Outstanding School Administrator Preparation Program Award for that year. The National EdD Program for Educational Leaders is committed to maintaining its preeminent position as a leadership program created to assist those who will be responsible for shaping a 21st century of educational excellence.

PARTICIPANTS AND THE CLUSTER CONCEPT

Participants. Since 1972, the term "participant" has been used to refer to administrators admitted to the National EdD Program for Educational Leaders. The term was chosen because it reflects the spirit of cooperative learning that characterizes the Program. It is descriptive of the relationship of the learner to the Program. Participants are adult learners and expect full involvement in all aspects of their graduate experience and professional growth.

Local Clusters. The local cluster is a key organizational and

educational component of the Program. Organizationally, a cluster is a cohort of about 20 administrators, living and working in proximity to one another, who enroll in the Program at a given time. Educationally, the cluster is a cohort of administrators organized to share their professional expertise, to provide support and encouragement, and to further relationships that will facilitate their efforts to improve schools long after they have graduated.

The local cluster meets formally with national lecturers as scheduled and with the Program staff and local resource people as arranged over the 3 years of the Program. Participants from the local cluster **are required** to engage in a study group under the direction of the cluster coordinator. Program evidence indicates that participants who engage in study groups have high degrees of success in the Program.

In selected locations, some clusters operate as continuing clusters. In these cases, 12 to 15 participants are admitted during each fall or winter term. This pattern enables a cohort of 12 to 15 people to complete the Program each year, making room for the newly admitted participants.

International Cluster. The International Cluster was developed to use multiple-delivery formats to bring the National EdD Program for Educational Leaders to professionals in locations that cannot be served through local clusters. Educational administrators anywhere in the world, as well as administrators in the United States and Canada who do not have access to a local cluster, may apply.

The alternate delivery format employs a combination of field-based delivery, supervised study, and formal instruction. Participants are required to attend 6 cluster seminars to be held on campus in Fort Lauderdale, Florida, and two weeklong Summer Institutes during the 3-year program of study.

A variety of technologies are used for communication and instruction. These include e-mail, electronic bulletin boards, electronic classroom sessions, electronic library, audio teleconferencing, and compressed video. The substantial use of technology requires International Cluster participants to be computer literate with daily access to a computer with a modem.

International Cluster participants are provided with the same high academic standards, services, and instruction as participants in local clusters. Nine study areas and a practicum are required. Applicants are subject to the same admission requirements as local cluster participants, with the addition of an English Proficiency Examination when appropriate.

Cluster Coordinators. Each cluster is under the direction of a coordinator who provides overall direction and leadership to the cluster. The coordinator serves many roles: advocate for participants, liaison with the Program staff and national lecturers, identifier of local resources, stimulator of cluster activities, and general manager of the cluster. Coordinators serve as a personal and professional resource to participants and provide academic counseling when needed.

ADMISSION REQUIREMENTS

School administrators with a penchant for action and positive change are sought for the National EdD Program for Educational Leaders. While admission standards are no less rigorous than those of traditional doctorate-granting institutions, they have been developed to carry out the special objectives of the Educational Leaders Program. Accordingly, admission to the Program requires a master's degree with at least a 3.0 GPA from a regionally accredited institution, current employment in an administrative position in education, administrative certification (when appropriate), and three letters of recommendation from persons knowledgeable about the applicant's administrative performance and leadership. In addition, candidates must have the authority and the latitude to conduct a practicum (action research project) designed to improve education in their own school or school system.

The following credentials **must be submitted** to the Program office for admission consideration: completed application form, official bachelor's degree and master's degree transcripts, evidence of professional certification (when appropriate), and three letters of recommendation. A copy of a job description might be requested to verify an applicant's role or responsibilities as an administrator. An application fee is required and participants admitted to the Program **must** have daily access to a computer with a modem.

In clusters meeting in South Carolina and Georgia, applicants **must**, in addition to the above, submit the results of the Graduate Record Examination (GRE) or the results

from the Miller Analogies Test (MAT), submit a writing sample, and complete a preadmission interview with a faculty member.

Applications are received and considered throughout the calendar year. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster is formed and merged into the schedule. Applicants who, because of past academic record or personal misconduct, may be denied admission.

INTERNATIONAL PARTICIPANT ADMISSION

Prospective international participants who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FCAE admissions office at 800-986-3223, Ext. 8968. The prospective participant is responsible for all fees incurred for this evaluation.

TO APPLY

Application materials and other information may be found in this catalog. Questions can be answered by contacting the National EdD Program for Educational Leaders, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or by calling, (954) 475-7363, 8:30 a.m.-5:00 p.m. EST Monday-Friday or toll free 800-986-3223, Ext. 7363. E-mail: edlinfo@fcae.nova.edu or via the World Wide Web: <http://www.nova.edu/fcae>

TRANSFER OF CREDITS

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within 3 calendar years of the request for transfer, the credit was postmaster's work earned as a matriculated participant in a regionally accredited doctoral program, and the content of courses being requested for transfer was equivalent in content to Educational Leaders study areas. **Request for transfer credits must occur at the time of application. Credit for life experience is not considered.**

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Participants who wish to transfer credits should contact the Admissions Office of the receiving school for information.

CERTIFICATION

The National EdD Program for Educational Leaders is intended for practicing school administrators. Therefore, applicants **must** hold certification appropriate to their present administrative position. Certification requirements for administrative positions vary greatly from state to state, and the Program does not guarantee that earning the Nova Southeastern University Educational Leaders doctorate will fully satisfy certification requirements for any specific position. Questions about certification should be directed to individual State Departments of Education. These offices are familiar with the requirements and courses needed for specific endorsements within individual state guidelines.

TECHNOLOGY

The National EdD Program for Educational Leaders has always been at the forefront of educational change. Closely aligned with that commitment has been the involvement and dedication of the Program to technological advances.

All participants admitted to the Program since Fall 1995, **must** have daily access to a computer with a modem. Upon admission to the Program, participants apply for a UNIX computer account with the University. This account provides connectivity for electronic communications (e-mail) and information resource access via the Internet.

With e-mail, participants can send and receive electronic messages from anyone on the Internet and conduct real-time electronic conversations with others online. Through their UNIX account, participants have instant access to information about the National EdD Program for Educational Leaders and its activities, the Einstein Library at the University and its services, ERIC and other library databases, interlibrary services, and a multitude of education and other information available on the Internet.

Technology training is conducted in a variety of ways. Each cluster has its own computer with online capability for training purposes. In addition, a cluster member is designated to assist with individual and local technology matters. Training is also provided by the Program staff during the Summer Institute and during cluster activities.

CLUSTERS AND COORDINATORS

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ACADEMIC REQUIREMENTS

Graduation Requirements. To graduate, a participant **must** (a) satisfy the expectations of the Senior National Lecturer in each of the study areas, (b) satisfy the expectations of the practicum faculty, (c) attend and actively participate in two Summer Institutes and successfully complete the credit awarding activity, and (d) meet all financial obligations to the University. In addition to the above, participants from Georgia and South Carolina **must** successfully complete a comprehensive examination to fulfill state requirements.

Doctoral Candidacy Policy.

Beginning June 1996, doctoral participants **must** attain candidacy status prior to the Center Provost's recommendation for graduation to the President and Board of Trustees. This addition to the graduation requirements for FCAE doctoral students reflects the belief that the rigor and quality of the doctoral programs are enhanced by a quality check by a Candidacy Committee comprised of doctoral faculty members from all Center doctoral programs and by demonstrating that the programs are meeting the spirit of the criteria of Nova Southeastern University's regional accrediting body.

The format and process of the candidacy requirements are explained in the *Participant Handbook* of the National EdD Program for Educational Leaders.

Grading System. A Pass-No Pass (P-NP) grading system is used in practicums, study areas, and Summer Institutes. Participants **must** earn a grade of "Pass" in every study area, every practicum course, and both Summer Institutes in order to graduate. (also see Policy on Grades)

"No Pass" Procedures. If a participant receives a "No Pass" in a study area in which a final exam is required, he or she may be given the opportunity to take a make-up examination which will be constructed by the Senior National Lecturer and scheduled and administered by an examination monitor. Ordinarily, the first opportunity to schedule the make-up examination is approximately 3 months from the original examination date.

If a participant receives a "No Pass" on the make-up examination, he or she must enroll in the study area for a second time. Arrangements for retaking the study area are made with the Program office, the local Cluster Coordinator, and the Cluster Coordinator at the site where the course will be taken. All travel costs are assumed by the participant. An additional tuition payment equaling one fourth of the regular tuition charged for the term will be collected when the participant is retaking the study area. In the event a "No Pass" is received on the examination after retaking the study area, the participant will be dismissed from the Program.

When retaking a study area, the participant **must** complete all requirements for that study area within one calendar year of receipt

of the "No Pass." A participant may retake only two study areas; receiving a "No Pass" in a third study area results in dismissal from the Program. (also see Policy on Grades)

Time Requirements and Program

Time Limits. The Program is designed to require 3 calendar years beyond the master's degree. Many participants require time during a fourth year to complete their work. Participants must complete the Program within a maximum of 5 calendar years from the cluster start date.

The 5-year time limit is an important difference between the National EdD Program for Educational Leaders and traditional graduate programs for school administrators. At NSU, participants are required to improve themselves on the job. This relationship of career and adult learning ensures that the tasks participants perform on the job are an integral part of their studies and highly relevant to earning the degree of Doctor of Education.

ATTENDANCE

Participants are **required to attend** all of the lectures in all study areas and meetings for examinations on dates established during the academic year. Absence from lectures may lead to dismissal from the Program. Should an absence be unavoidable, participants **must make up the session** at another cluster site.

Participants should notify the Cluster Coordinator immediately if

an absence is anticipated. The Cluster Coordinator will provide information and explain procedures for making up a session at a different cluster site.

TARDINESS

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Extended tardiness or early departures **must** be discussed with the Cluster Coordinator, who will present the issue to the Program Dean.

TUITION AND FEES

Tuition. Tuition is \$7,520 for the 1996-1997 year, payable quarterly with each registration, plus a \$20 registration fee. The full tuition for all 66 credit hours is divided into 3 yearly tuition amounts. If a participant completes the Program in fewer than 3 years, the full 3 years of tuition is still required. Tuition beyond the third year of the Program is currently \$1,100 per 3-month term.

Tuition and fees are due at time of registration.

Tuition and fees are subject to change without notice.

Application Fee. A one-time nonrefundable application fee of \$40 is required and must accompany the complete application.

Materials Fee. There is a one-time, nonrefundable \$300 materials fee assessed when participants enter the Program. The fee includes materials distributed in lectures, study guides, supplemental readings, etc.

Editing Fee. There is a one-time \$300 practicum editing fee charged to participants upon submission of their final practicum report. The Program editor, in conjunction with the participants' committee chairs, will be responsible for reviewing the reports and returning the documents to participants to ready for microfiche submission.

Textbooks. Participants should expect to purchase required textbooks and appropriate books and learning resources to assure that, when they complete the Program, they possess a good professional library. These expenses are not covered in the materials fee.

Transcript Fees. The first transcript after graduation is provided free of charge. Subsequent transcripts cost \$5 each, payable in advance. Requests for transcripts must be made in writing to the University Registrar.

Graduation Fees. A \$65 graduation fee is required and must be paid prior to graduation. If a graduate participates in commencement exercises, there is an additional cap and gown fee.

Summer Institute Costs. Attendance at two Summer Institutes is required for graduation. Participants must pay their own transportation and living expenses associated with attendance at the Summer Institute.

Late Fees. All payments **must** be made according to the participant's cluster schedule. No exceptions will be made for delayed (30 day limit) loan applications. A late-payment penalty of \$50 will be assessed each time a payment is missed. When a

payment is delayed two or more times, the participant will be dismissed from the Program.

Tuition Hold. A tuition hold is placed on Program services (e.g., practicum advising, posting of grades, or releasing of transcripts) for participants whose tuition has not been paid. Registrations will be rejected, and participants will not be entitled to attend any lectures until their account is in good standing. Participants whose accounts are seriously in arrears will be dismissed from the Program.

Reentry Fees. A request for reentry following withdrawal or as a result of being dismissed for nonpayment of tuition and fees **must be requested in writing**, then discussed with the Program Dean or designee. A \$250 fee will be charged and the participant will be subject to the rules and regulations concerning reentry in effect at the time of reinstatement.

Participants who are dismissed from the Program for academic reasons may not reenter the Program at a later time.

REFUND POLICY

Participants are entitled to a full refund of tuition (excluding registration/application fees of \$100 or less) if the registration agreement is canceled by the participant within 10 days of signing the registration agreement or when payment is required and if these events are prior to the first class session. After the first class session, there will be no refund of the registration or application fees and a prorata refund of the tuition.

In addition, participants will receive a full refund of tuition payments and registration fees or application fees paid: 1. if they do not meet minimum admissions requirements; 2. for a canceled course, seminar, workshop, or a cluster that does not begin; 3. involuntary call to active military duty; 4. documented death of the participant or member of his or her immediate family (parent, spouse, child, sibling); 5. severe illness of the participant (as approved by the institution and confirmed in writing by a physician) that completion of the term is precluded; or 6. exceptional circumstances approved by the president or designee.

After the first day of instruction, participants who inform the Program Dean in writing of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70% of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing participant will receive a prorated refund for the percentage of time not attended (the minimum refund would be 40%). Thereafter, no refund is available.

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, participants are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms whether or not an initial payment has been submitted.

Example #1: Participant attended one session (8 clock hours) of a three-session (24 clock hours) study area for which the charge was \$1,920.

Based on no. of classes

$3 - 1 = 2$ classes not attended

$2 \div 3 = 67\%$ of the term not completed

$67\% \times \$1,920 = \$1,286$ refunded

Based on clock hours

$24 - 8 = 16$ hours not received

$16 \div 24 = 67\%$ clock hours not completed

$67\% \times \$1,920 = \$1,286$ refunded

Example #2: Participant attended two sessions of a three-session study area for which the charge was \$1,920.

Based on no of classes

$3 - 2 = 1$ class not attended

$1 \div 3 = 33\%$ of the term not completed

$33\% \times \$1,920 = \634 refunded

Based on clock hours

$24 - 16 = 8$ hours not received

$8 \div 24 = 33\%$ of the term not completed

$33\% \times \$1,920 = \634 refunded

This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

FINANCIAL AID

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to participants who can benefit from further education but who cannot do so without such assistance. Participants interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 452-3380 or 800-522-3243.

When to Apply for Financial Aid.

It is recommended that participants apply for financial aid well in advance of the date the funds will be needed, because normal application processing takes 6 to 8 weeks and sometimes as many as 12 weeks. It is extremely important that participants complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1996 for the 1996-1997 academic year. Applications received after that date will be considered on a funds-available basis only. Participants requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 1996-1997 is June 30, 1997.

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system.

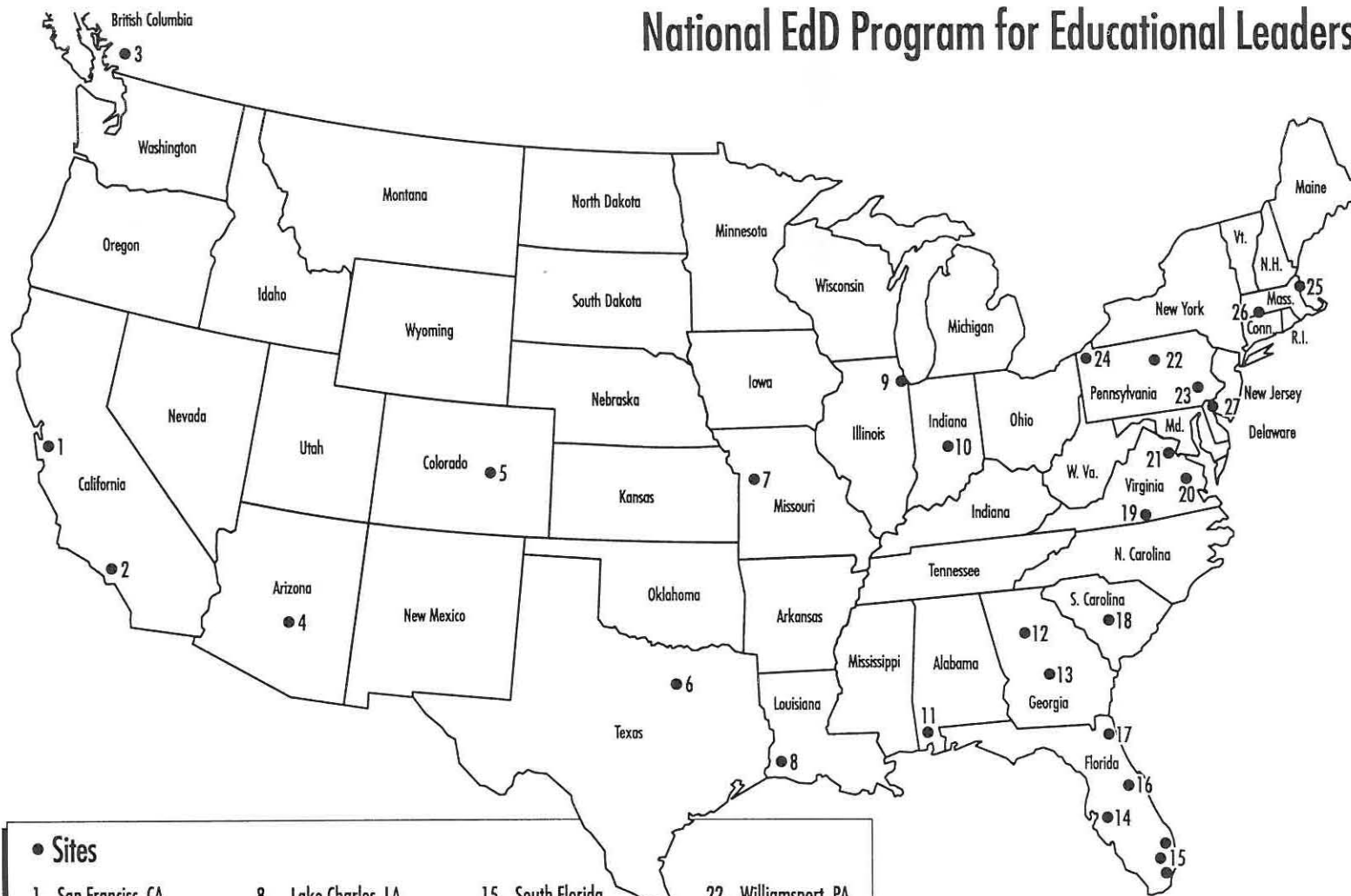
The Automated Telephone Counseling (ATC) System helps participants access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status can be checked (including loan disbursement information) simply by entering in your social security number and four digit PIN number (your birth month and year). The ATC is available 24 hours a day, 7 days a week, and file information is updated daily. The ATC may be accessed locally at (954) 452-3380 or toll free at 800-522-3243.

General Eligibility Requirements. In order to participate in the financial aid programs, a participant generally must:

1. Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. Be making satisfactory progress in his or her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

If loans are not approved by the first day of class, participants must make payment from their own resources. They will then be reimbursed from the loan funds when the initial financial aid is received.

National EdD Program for Educational Leaders



• Sites

- | | | | |
|-----------------------------|---------------------|----------------------|----------------------|
| 1. San Francisco, CA | 8. Lake Charles, LA | 15. South Florida | 22. Williamsport, PA |
| 2. Los Angeles, CA | 9. Chicago, IL | 16. Orlando, FL | 23. Bucks County, PA |
| 3. Vancouver, B.C. (Canada) | 10. Plainfield, IN | 17. Jacksonville, FL | 24. Erie, PA |
| 4. Phoenix, AZ | 11. Mobile, AL | 18. Columbia, SC | 25. Boston, MA |
| 5. Colorado Springs, CO | 12. Atlanta, GA | 19. Danville, VA | 26. Springfield, MA |
| 6. Dallas, TX | 13. Macon, GA | 20. Richmond, VA | 27. Wilmington, DE |
| 7. Kansas City, MO | 14. Tampa, FL | 21. North Virginia | |

STUDY AREAS

GENERAL DESCRIPTION

The need for school administrators to have a broad understanding of the complex problems faced by school and society was critical to the selection of the specific substantive study areas required by Nova Southeastern's National EdD Program for Educational Leaders. The nine study areas were also chosen in order to provide school administrators with sufficient information and conceptual resources to improve school systems and individual schools. Consequently, it is stressed that this element of the instructional program may not be appropriate for all persons seeking graduate preparation. Those, for example, who are interested in careers as basic researchers or specialists in educational technology will find that other graduate programs are more appropriate to their needs.

The nine study areas deemed necessary to the professional development of school administrators are Appraising Leadership in Education, Current Issues, Curriculum Development, Education Policy Systems, Evaluation, Human Resource Development, Practicum Research, Management and Supervision, and Research for School Improvement. Each study area was conceived to present a perspective rooted in traditional disciplines and provide breadth and interdisciplinary understanding. Within the nine study areas, many related topics are explored. Among them are school law, teachers' and participants' rights, statistics, research, criticisms of educational systems, and proposals for school reform. Each study area is considered from local, state, and national points of

view, and each is sufficiently flexible to accommodate special objectives of individual participants. Clusters are also encouraged to respond to critical issues in their own localities and to bring local authorities into the discussion.

One of the most effective ways to address issues is by means of Study Groups (a subgroup of local participants). Meeting outside of class time offers participants the opportunity to discuss themes, share ideas, and assist each other through the Study Area materials, as well as talk openly about the concepts and issues pertinent to their districts. Participants who engage in study group activities have higher degrees of success in the Program, therefore, **participation is a Program requirement.**

National lecturers with rich backgrounds of academic achievement and practical experience are responsible for providing formal instruction. Working in concert with the Program office, the Senior National Lecturer in each study area designs his or her own program of study, selects and monitors the performances of associate lecturers, and evaluates participants. Each study area includes three months of formal instruction. Formal instruction is conducted in day-long intensive seminars under the general direction of the Senior National Lecturer, who usually conducts the first seminar in a given study area on a Saturday, after which his or her associates conduct subsequent seminars. A month of independent study and cluster and subcluster work precedes, and intervenes between, the appearances of lecturers at a cluster. Such activities often go on for a month after the appearance of the last lecturer in a study area.

Instructional activities are designed to offer a historical perspective and a critique of the theoretical literature as well as current developments in a field. While the lectures include such substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster to proceed on their own. Exploration of value related questions is vital to all discussions. The study areas impose no dogmas on participants, but lecturers are explicit about their own value positions. The lecturers require participants to think through, articulate, and defend their own value positions on crucial questions.

Participants are evaluated on the basis of examinations, projects, or papers and **must** pass all nine study areas. If a participant does not succeed in meeting lecturer requirements on the first attempt, an additional opportunity to earn a passing grade may be provided under the direction of the Senior National Lecturer. (also see Grading system and No Pass Procedures)

Policy on Grades. After evaluating submitted work, Senior National Lecturers will award a grade of Pass (P), Incomplete (I), or No Pass (NP). The grade of Pass (P) will be assigned to work that fully meets the expectations of the Senior National Lecturer. The grade of Incomplete (I) will be assigned to work that partially meets the expectations of the Senior National Lecturer. The grade of "No Pass" (NP) will be assigned to work that does not meet the expectations of the Senior National Lecturer.

Senior National Lecturers or associate lecturers will assign grades no later than 60 days subsequent to examination dates.

Participants who partially meet the expectations of Senior National Lecturers must fully meet those expectations no later than 6 months after receiving a grade of Incomplete (I). Failure to do so will result in the grade of Incomplete (I) becoming a "No Pass" (NP).

The grade of Progress (PR) will be assigned by the Practicum Office to acceptable units of practicum work that culminate in a final practicum report. (also see Grading System and "No Pass" procedures)

APPRAISING LEADERSHIP IN EDUCATION

ALLAN B. ELLIS
Senior National Lecturer

General Description. While every facet of the National EdD Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principal dimension. The purposes here are to encourage among the participants the habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior; the application of this process by each participant to a detailed self-assessment; and the generation, by each participant, of an Agenda for Professional Growth.

Instructional Methods and Materials. The primary mechanism for accomplishing this highly personal self-examination by each participant of his or her own leadership proclivities is a system called Educational Leadership Appraisal (ELA). ELA is a system consisting of a set of leadership dimensions; a comprehensive collection of problems, exercises, situations, simulations, and the like, based on these dimensions; and a carefully established procedure for observing and rating leadership performance on these dimensions. Prior to meetings with the national lecturers, each participant will perform various ELA exercises. Then, a major portion of each cluster session will be devoted to a detailed review and examination of each ELA exercise to the end that each participant will become proficient in relating specific behavior to specific leadership dimensions, thereby developing the skills necessary for performing a rich self-appraisal.

Discussions, readings, analyses, laboratory-like training sessions, and small group projects are the other activities in which the lecturers and the participants will engage.

Evaluation Process. The national lecturers of this study area will not evaluate or judge the leadership strengths and weaknesses of the participants. That is the responsibility of the participants themselves. Rather, evaluation will center on the participant's ability to observe and support judgments of the leadership behavior of others, the scope and detail of the self-appraisal, the quality of proposed strategies for personal development, and the depth of analysis of readings and transcriptions.

National Lecturers:

Bruce E. Bovard, Charles E. Danowski, Philip H. DeTurk, Paulette A. Ebbs, Charles L. Faires, Kathryn Hollywood, and Edna Suárez-Colomba.

CURRENT ISSUES

CHUCK ACHILLES
Senior National Lecturer

General Description. Few responsibilities are more important than administering (leading and managing) the schools while providing the foundations for lifelong learning. The task is difficult, controversial, and challenging. Those who do this important task well are innovative risk takers who are bound in exercising their profession by public demands, scrutiny, accountability; they are professionals who are directed by the public sector.

As society changes, so must schools and schooling. The education enterprise is buffeted by diverse, often conflicting expectations and demands. With little or no control of the "input" (the pupils who enter the schoolhouse doorways), educators are held to high standards of schooling "output" when, in fact, there may be disagreement even on outputs: few common goals, little consensus on standards or measurements, and limited resources.

This study area, like other study areas, is approximately equivalent in terms of times, work, and intensity to a three seminar sequence graded Pass-No Pass. Unlike most study areas, the structure of Issues will be flexible to

accommodate the fluid content (various issues) and the changing National Experts (NEs) who will coordinate the study of each issue. These experts will be acclaimed practitioners whose performances dealing with the issue under question has gained her or him recognition.

This study area emphasizes and explores leadership dimensions related to current issues in education, especially within the geographic area of each Educational Leaders Program cluster. Each session will feature topics that will be connected by concepts of ethics, policy implications, and change as related to the administration of education in a context of national-international and of local-regional interest in the issues.

Seven common threads will be integrated into the Current Issues content, structure, and delivery: theoretical bases for the issue under investigation, globalism, multiculturalism and shifting demographics, leadership development, communication skills, strategic planning, conflict management and consensus building, and technology.

Instructional Methods and Materials.

Before the first Issues Seminar, the cluster coordinator will survey the cluster members to determine key issues in their school systems and work settings. Results of this informal survey will be part of the selection process for the issues to be presented. Other sources of issues will be international, national, or state policy and legislation, social changes or movements, or controversial questions influencing the administration of schools. These issues or combination of issues will be

developed using a cadre of faculty who have experience in the Issue domain.

Prior to the first session, the curriculum for the specific issues will be provided to the cluster coordinator; participants will be provided with expectations for their contributions that are to be ready by the first seminar. Contributions might include relevant policies, articles, newspaper stories, etc., that will help inform the discussions and works sessions at the seminars. Participants will receive reading materials or reading lists or both, a study guide, and other materials needed for the first seminar and, ideally, for the three seminars. Faculty resumes will be available as well as any specific last-minute readings or assignment details.

Evaluation Process. The Senior National Lecturer will determine the evaluation method and assign final grades for the study area. The final assignment will be a plan or process for dealing with a major issue confronting each participant in his or her actual work setting. Innovative evaluation procedures will be explored if these will add to the learning process and leadership skills of participants in the particular cluster. Each National Lecturer may assign other materials that will become part of the final evaluation.

National Lecturers: Invited recognized speakers.

CURRICULUM DEVELOPMENT

LOUIS J. RUBIN
Senior National Lecturer

General Description. The study of curriculum is designed to familiarize participants with the various principles, generalizations, and issues related to instructional content. Emphasis is placed on alternative philosophies of educational purpose, differing teaching methodologies, and various approaches to organizing instruction. In addition to a general review of basic learning theory, the participant has an opportunity to develop a fundamental understanding of the relationship between societal and educational change, the processes by which educational change takes place, and the ways in which attitudes, beliefs, and values of teacher influence the curriculum. Peer coaching, cooperative learning, AIDS education, whole language acquisition, teacher empowerment, and other movements in the forefront of education are covered. Issues relating to the architecture of the reform itself are examined. As these issues are treated, considerable effort is made to relate theory to practice so that underlying ideas take on functional utility. Finally, the interactions of the curriculum and the school's responsibility for socialization are analyzed. As cultural change becomes more pronounced and demographics alter long-standing societal patterns, traditional conceptions of good education may alter. As a consequence of these conditions, curricular decisions are invariably controversial. The essence of these controversies constitutes the heart of the participant's study.

Instructional Methods and Materials. Because of the importance of teachers' roles in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification. Working with the study guide and representative texts and articles from the professional literature, the participant gains an exposure to the major issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and paraprofessional aides? What are the major advantages and disadvantages of behavior modification techniques? To what extent should behavior objectives characterize curriculum planning? These and other questions are pondered in both a theoretical and pragmatic context. During the work sessions with national lecturers, time is divided between formal presentations and teacher-participant interaction.

Evaluation Process. Evaluation tools include several informal devices and a final examination. In preparing for this examination, participants are encouraged to work with one another to take advantage of resources inherent in the cluster.

National Lecturers: Dale L. Brubaker, Ted Hipple, and William Schubert.

EDUCATION POLICY SYSTEMS

FRANK W. LUTZ

Senior National Lecturer

General Description. The political dimensions of the school administrator's job have always been important. At this time in our history, as education becomes more decentralized and struggling interest groups become more organized to compete for limited public funds, an understanding of the basic political processes becomes a crucial aspect of educational leadership. This study area analyzes the aspects of education as a political phenomenon. It seeks to give participants analytical skills necessary for effective functioning in various policy systems of the educational enterprise. This is based on the pedagogical assumption that education is a valued commodity in the society and that decisions regarding education are made through processes about which political scientists know a good deal. Participants are introduced to the literature of political science and encouraged to develop skill in borrowing concepts and analytic frameworks, especially as they apply to the role of the school administrator. Concepts such as political symbolism, access and influence, and American federalism are brought to bear on policy formulation and the implementation process in education. Educational policy systems at all levels of government are analyzed with special attention to micropolitical systems of education. Leadership roles within the general arena of education politics are also discussed.

Instructional Methods and Materials.

National lecturers develop their presentations around phenomena characterizing specific education policy systems. Each system selected is designed to illustrate and clarify the application of basic concepts to the task of problem analysis and strategy development. Clusters are encouraged to bring representatives of various public policy systems into their discussions in panels, seminars, and dinners. Many clusters find the study area provides excellent opportunities for them to meet members of Congress, school board members, lobbyists, legislative staff members, and state legislators in off-the-record settings.

Evaluation Process. The standard evaluation of participants' competency is based on (1) a two-part examination requiring demonstration of substantive knowledge, and (2) preparation of a paper that requires participants to identify and describe a real problem, analyze the political systems involved, and create a sound intervention strategy based on the analysis. It is also possible for participants to contract for alternative evaluation projects of particular pertinence to them. These projects can be kept confidential if the participant so desires.

National Lecturers: Ruth Danis, Laurence Iannaccone, and Jay Scribner.

EVALUATION

DONNA SUNDRE

Senior National Lecturer

General Description. Evaluation is an essential tool of educational leaders and one of the cornerstones of the Educational Leaders Program. It is

both a tool for self-evaluation (connecting to the personal reflection involved in the study area, *Appraising Leadership in Education*) and a tool for evaluating school improvement projects and interventions (and hence related to the *Research for School Improvement* study area, and integrally linked with the *Practicum Research* experience). It takes leadership skills of critical thinking, problem formulation, information gathering, communication, and decision making and challenges participants to view them in a new light. This study area gives participants the knowledge and skills to think differently about their work and evaluation's role within it.

Evaluation, at its most essential level, involves judging the merit or worth of an educational program, project, or product. Evaluation may also involve judging the value of educational policy (and hence links to the *Education Policy Systems* study area) or of educational personnel (linking to the *Human Resource Development* study area), however these latter two topics are covered in other study areas. The focus of this study area is on program evaluation, many principles and procedures of which also apply to other evaluation contexts. Moreover, the emphasis is on the skills and knowledge needed to conduct responsible, useful, quality evaluation of educational programs at the local site level. The goal is to help develop participants as active collaborators in the evaluation process, as well as giving them the tools to judge the value of an evaluation itself. Whether the task is designing an internal evaluation of a local program, contracting for an external evaluation at the district level, or

critically reviewing an evaluation report as a basis for making an administrative decision, this study area offers important leadership preparation.

The format of the study area is unique in its modular structure. Three content areas—Evaluation Methods and Procedures, Key Concepts of Evaluation, and Tools of Inquiry—are designed for effective presentation in any order. *Methods and Procedures* takes participants through the steps of the evaluation process, from evaluability assessment and other preparatory planning to selecting evaluation questions, and facilitating effective use of findings. *Key Concepts* gives participants a framework for analyzing the ingredients that define all evaluation and provide a framework for meta-evaluation. *Tools of Inquiry* provides a consumer perspective on the appropriate use of measurement and statistical procedures. A team of five national lecturers support delivery of the three sessions.

Instructional Methods and Materials. The Study Guide is divided into four parts: Introduction to the Evaluation study area; Evaluation Methods and Procedures; Key Concepts in Evaluation; and Tools of Inquiry. The Introduction contains an overview of the study area, a discussion of philosophy and expectations, description of participant evaluation procedures, and an introduction to the national lecturers. Each of the three content units (Procedures, Concepts, Tools) contains copies of handouts and overhead transparencies used in the session, as well as preparatory exercises and follow-up review questions or

activities. The study area builds on preparatory readings and exercises completed by participants prior to each session. There is a primary text for each of the three sessions, and application exercises accompanying each text are given either in the text itself or in the Study Guide. On-site instruction features a combination of lecture, large group discussion, and small group exercises. Participants will find many of the topics of this study area relate well to their practicum work, and the sessions encourage application of relevant material to concept papers, preliminary investigations, or practicum projects, depending on where participants are in their program of study.

Evaluation Process. The Evaluation study area is unique in the methods and strategies used to provide participants with multiple opportunities over time to demonstrate their growing knowledge and understanding of the important components of evaluation. Participant preparation and entry level understanding are assessed through a series of warm-up exercises at the beginning of each of the three sessions. These exercises contribute 30% toward the final course grade. Mastery of study area content is assessed via a final examination that is keyed to the required readings and to the lecture portions of the three sessions. The examination is comprised of two sections. Part I provides a series of short answer items, and includes a number of the warm-up exercises experienced earlier. Part II emphasizes application of evaluation concepts, procedures, and tools to illustrative educational settings and problems. The final examination contributes

70% to the final course grade decision. Participants will find the lectures, study materials, class activities, and experience in educational settings clearly represented on this examination.

National Lecturers: Jody L. Fitzpatrick, Karen E. Kirkhart, Michael Morris and Dianna L. Newman.

HUMAN RESOURCE DEVELOPMENT

CYNTHIA NORRIS
Senior National Lecturer

General Description. The most vexing problem confronting those who seek to improve educators is one of information overload. School leaders often are inundated by advice from consultants, journals, and colleagues and swamped by district or state rules and regulations.

This study area suggests a strategy for dealing with this quandary. School leaders need a conceptual understanding of human resource development as it can be applied in educational settings. The study area emphasizes the importance for work performance of changes in individual adult development, family situations, and work requirements. School leaders need a set of proven but practical tools for improving educators, most particularly teachers. Seminars and readings stress methods of working with teachers to improve classroom performance. School leaders need an understanding of the legal guidelines that affect working with teachers. Cases are highlighted that describe legal requirements for teacher improvement programs.

The understanding created in these three areas helps school leaders sort out advice from diverse sources and suggests how current district or state educational reforms may provide school leaders with occasions for improvement. Mandated changes such as entry-year teacher committees, frequent and detailed teacher evaluations, and required in service training become targets of opportunity for school leaders.

Instructional Methods and Materials.

The Study Guide, readings, and presentations focus on understanding current views of human resource development, teacher improvement, and legal cases that bear on improving educational personnel. Participants will read materials critically and will discuss these with national lecturers as they pertain to their schools or school districts.

Evaluation Process. Participants are required to write a paper. The paper may use materials presented either to critique an existing human resource development plan in a school district or school or to create a human resource development plan for a school district or school. The paper should focus on the improvement of educators.

National Lecturers: Patricia Burns, Sam S. Harben, Jr., and David Hinojosa.

MANAGEMENT AND SUPERVISION

ULYSSES VAN SPIVA
Senior National Lecturer

General Description. This study area emphasizes development and analysis of administrative and supervisory skills and behavior. The terms "management" and "supervision" are used in preference to "administration"

because they focus on the responsibility of school administrators to direct school resources to the improvement of children's education and because the national lecturers focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They do discuss general concepts derived from organizational theory, personnel management, and decision theory within a framework of organizational leadership. They examine intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and current trends and issues in educational administration.

Decision-making skills such as planning technology and information systems form one focus of the study area, which is developed in accordance with the special concerns of each cluster. Mobilizing resources and support are addressed, including such aspects as relationships with school boards, risk taking, change and resistance to change, and communication with a variety of publics. Administrative skills form a third focus of the study area. Delegation, personnel management, and staff development are also discussed under this heading. The national lecturers assist participants in gaining a perspective on the functions of management and supervision, the variety of theoretical and pragmatic approaches, and possible future for supervisors and managers in education.

Instructional Methods and Materials. The national lecturers have demonstrated that they can mobilize research and stimulate change in educational systems. They raise questions about alternative leadership roles available to participants by discussing large management and supervisory issues, such as decentralization, planning systems, citizens' counsels, change processes, and organization and administrative theory.

Evaluation Process. Participants are required to demonstrate the ability to analyze actual management and supervisory issues. One or more analytic papers will be required.

National Lecturers: M. Donald Thomas and William Wolf.

PRACTICUM RESEARCH

SHARON A. SANTILLI
Coordinator

General Description. The Practicum Research (PR) study area is designed to support Program participants by providing opportunities for the development of skills and acquisition of knowledge necessary to the practicum process. The practicum requires participants to identify real problems within their work setting and to eventually devise strategies for their resolution. The skill and knowledge areas essential to the practicum that are key components of Practicum Research include: critical thinking and writing, gathering and analyzing information, reviewing professional literature and research, problem

identification and analysis, the culture of schools, organizational change, and action research.

Much of the time in the Practicum Research sessions is devoted to the analysis of participants' work settings and the identification of opportunities for the improvement of education. However, one of the most important goals of this study area is the development of thinking and writing skills.

Instructional Methods and Materials. Prior to each of the three class sessions, participants complete a series of assignments designed to provide opportunities for practice in and application of the skill and knowledge areas mentioned in the above general description.

Several textbooks are used in the course that cover a range of topics, including educational innovation and change, applied educational and qualitative research, and *American Psychological Association (APA) Publication Manual* and a *Program Form and Style Guide*.

Evaluation Process. In an attempt to move toward a more "authentic" means of assessment, participants in PR are evaluated on the basis of a portfolio of work. There are five evaluation milestones in the first year of the Program. At each stage, written feedback is provided by the PR lecturer concerning the quality of participants' work. The accepted documents at four of the five milestones constitute the portfolio. The final document is a summative evaluation.

Each milestone is potentially a point at which intervention could take place for participants experiencing difficulty in writing or academic skills or both, completion of assignments, and Program progress.

National Lecturers: Lucille Beisner, Bruce E. Bovard, Paulette A. Ebbs, Charles L. Faires, John Kellmayer, and Shirley R. Lal.

RESEARCH FOR SCHOOL IMPROVEMENT

EMIL J. HALLER
Senior National Lecturer

General Description. The relationships between the practice of educational administration and research on educational administration are the focus of this study area. In particular, we will be concerned with the common observation that research has little to do with practice. Is that true? If it is, why is that the case, and what—if anything—should be done about it?

Such questions will stand at the center of your work in this study area. Skillful administration entails an understanding of the institution of educational research; it requires an ability to recognize when existing research might help solve a practical problem; and it involves a talent for finding relevant studies and judging their worth. In short, sophisticated administration demands that you be an intelligent consumer of educational research.

Knowing how to intelligently use research is a skill that will be serviceable to you throughout your career as a practitioner. It can help you to create better schools, which, after all, is your job. More immediately, the skills that you develop in this study area have direct application to your practicum. In fact, our assignments were designed with that in mind.

Instructional Methods and Materials.

During class sessions you will read certain landmark studies in educational administration—studies that have had a major impact on the ways that we think about practice. In addition, you will read selected, current studies and learn to critically evaluate their worth and applicability. Finally, you will read a textbook concerning the application of research to educational problems.

Evaluation Process. You will take a written, objective examination covering all of the readings and the three lectures. The examination will test your understanding of the concepts taught and your ability to apply those concepts. In addition, prior to each class session, you will need to complete a written assignment concerning the contents of that session. Finally, during the first class, you will take a brief quiz over the reading assigned for it.

National Lecturers: Paul Kleine, George Letchworth, and James McNamara.



PRACTICUMS

GENERAL DESCRIPTION

Parallel with the study areas and extending through the 3 years of doctoral work, a practicum is required of all Program participants. A practicum is a research-based, data-driven, action research project that will produce an appreciable change in a school or work site. The practicum process is the exploration of an educational issue in a specific setting. It is evidenced by a series of study, assessment, and action products.

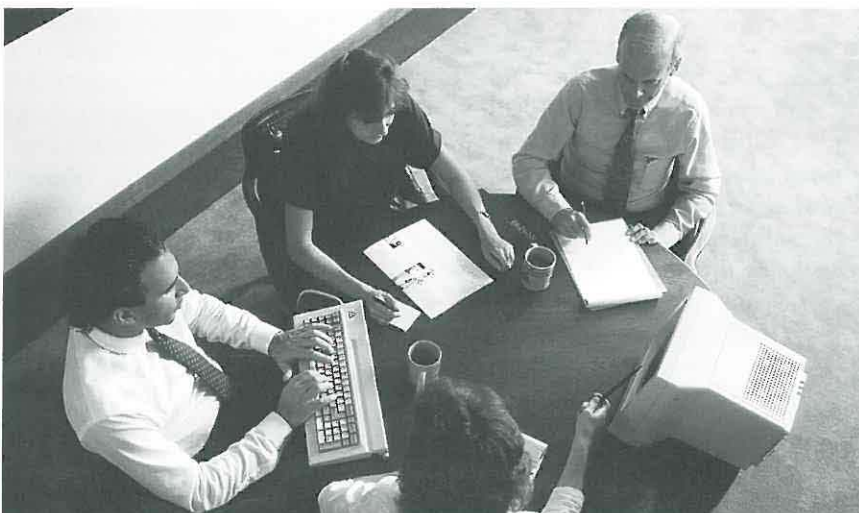
A practicum has the following features:

1. It is an applied or action research undertaking that includes planning, implementing, evaluating, and reporting.
2. It **must** include action components designed to achieve measurable results in the problem situation; it cannot involve only studying a problem or planning an intervention.
3. The practicum is conducted in a specific educational site where participants identify and

document problems that directly relate to target groups within their areas of professional responsibility.

4. The practicum includes a focus on developing leadership skills of participants in all stages from planning to reporting.

In planning and executing their practicums, participants work toward fulfillment of the goals they share with the Program: to advance the standards of education by means of verified, documented changes in the school system in which they work; to enlarge their repertoire of leadership competencies; to extend their project management and evaluation abilities; and to acquire applied research skills.



Like dissertations, practicum reports are disseminated through a variety of channels appropriate to their content. Participants are encouraged and supported in their efforts to prepare their practicum documents for conference presentations and as papers submitted to state, regional, organizational, and national research journals and other publications.

The Practicum Components. The practicum process begins at the outset of the Program during a study area called Practicum Research. As an outgrowth of this study area, the participant writes a concept paper that expresses initial ideas about a practicum topic. A Practicum Committee, comprised of a Committee Chair and a Reader, is assigned to the participant when the concept paper is accepted by the Practicum Research Study Area Lecturer.

The Practicum Committee Chair uses the concept paper as a starting point to discuss the participant's ideas. From this discussion, the participant writes a plan and conducts a Preliminary Investigation, lasting about 6 months. The Preliminary Investigation takes various forms, depending on the topic and the situation. For example, it may be a fact-finding time, or it may be a limited field test of several possible solutions. Regardless, the results of the Preliminary Investigation influence the practicum and sometimes even change the direction of the practicum.

In the second and third Program years, participants apply learnings and skills from the Preliminary Investigation as they execute their full-scale, yearlong practicum project. Participants expand their previous work to create a practicum proposal, guided all the while by members of the Practicum Committee. Once approved, the practicum proposal is put into action. During this yearlong implementation, the Practicum Committee and participant regularly discuss progress, midcourse corrections are made when needed, and writing activity is continued in preparation for composing the final document. At the conclusion of the practicum project, the participant prepares the practicum report.

Monitoring Practicum Progress. It is the participant's responsibility to complete all practicum requirements in a satisfactory and timely fashion. The Practicum Research Lecturer and Practicum Committee Members serve as active monitors for the participants. During the first year of study, a rigorous review of the participant's work is conducted by the Practicum Research Lecturer to determine the participant's research skills, conceptualization abilities, and writing competencies. In some cases, if there is a need for assistance, supportive intervention is provided to ensure the participant's successful continuation in the Program. Once the Committee Chair and Reader are assigned, they carefully monitor participant progress.

THE SUMMER INSTITUTE

GENERAL DESCRIPTION

The purpose of the final element in the instructional Program, the Summer Institute, is to provide national and international perspectives for participants—one of the major goals of the Program.

Summer Institutes are held for 7 days each summer (usually July) for all participants in the Program. Daily meetings, discussions, and presentations provide opportunities for face-to-face sharing of experience, expertise, and views on matters of primary concern to school communities across the nation. Resource people are invited, not just to lecture formally, but also for individual discussions with participants. Participants meet formally and informally, in small and large groups, to share ideas that are shaping education and society. Interaction of participants and achievement of a national perspective are fostered through the mechanism of international clusters—a regrouping of local cluster members into an array of working teams. A diversity of regional, cosmopolitan, and local views is thus brought to bear on issues and problems. International clusters foster collegial relationships among participants across the boundaries of their local clusters. To earn credit for the Summer Institute, participants **must** successfully complete a credit awarding activity.

Summer Institute Themes. The themes and activities of the Institutes change from year to year, but procedures for maximum participation have become a tradition. Participants contribute to the identification of relevant topics and selection of presenters. They meet and introduce the presenters, chair discussions, and organize and direct the activities of international clusters or task groups. Their achievements are celebrated; their ideas are solicited; and their feedback is honored. There is no experience in graduate education quite like the Summer Institutes. Previous Summer Institute themes have been:

1996 Summer Institute, Uppsala, Sweden

THEME: Global Perspectives on School Leadership: A Platform for the Future

1995 Summer Institute, Washington DC

THEME: Technology and Change in Education

1994 Summer Institute, Fort Lauderdale, Florida

THEME: Research: A Pathway to Examining Vital Issues in Education Today

Monitoring Summer Institute

Requirements. Participants complete a credit awarding activity following their attendance at the Summer Institute. This requirement takes various forms, but is intended to help participants translate their Institute learnings to the challenges they face in their individual school systems. As with all other Program experiences, participants are expected to improve their own settings as a result of their involvement in the

Program. In 1995 the credit awarding activity required participants to prepare an article of at least 500 words and to submit it for publication. In addition, attendees had to send an electronic mail message to a Program professor describing how they would continue to develop their technology skills throughout the year following the Institute. In 1994, in addition to preparing an article and submitting it for publication, participants were required to conduct a meeting at their work site for the purpose of sharing educational issues that were raised at the Summer Institute.

Each Program participant **must** attend two Summer Institutes during the Program. Attendance at all sessions and residence at the Summer Institute hotel are required.

Participants are responsible for travel and living expenses. Summer Institutes will be held in Fort Lauderdale, Florida in 1997, 1998, 1999, and 2000.

PROGRAM PROGRESS GRADE REPORTS

Progress grade reports are mailed to participants at the end of every term by the registrar. Grades are permanently stored by the registrar and become a part of the official transcript of the participant's matriculation in the Program. Two illustrations have been included here to describe the credit earning process and the integration of the study areas, practicum requirements, and Summer Institute into a typical 3-year cluster schedule.

CREDITS

Each study area carries three semester hours of credit. Practicum Research, the ninth study area, carries 15 credit hours. Each term of practicum work and each Summer Institute also carries 3 hours of semester credit. Upon completion of the Program, each graduate will have earned the following credits:

Study Areas (eight 3-credit-hour study areas)

24 Credit Hours

EDL 8111	Curriculum Development	3 credit hours
EDL 8121	Evaluation	3 credit hours
EDL 8100	Current Issues	3 credit hours
EDL 8141	Management and Supervision	3 credit hours
EDL 8151	Research for School Improvement	3 credit hours
EDL 8171	Education Policy Systems	3 credit hours
EDL 8181	Appraising Leadership in Education	3 credit hours
EDL 8191	Human Resource Development	3 credit hours

Practicum Credit and Awarding Periods

Practicums (options for accruing practicum credit hours include the following:)

36 Credit Hours

EDL 9310	Practicum Research I: Assignments	9 credit hours
EDL 9320	Practicum Research II: Concept Paper	6 credit hours
EDL 9330	Practicum I: Preliminary Investigation	6 credit hours
EDL 9340	Practicum II: Proposal Development	3 credit hours
EDL 9350	Practicum III: Report	12 credit hours

Summer Institutes (two 3-credit-hour institutes)

6 Credit Hours

EDL 8301	Summer Institute 1	3 credit hours
EDL 8302	Summer Institute 2	3 credit hours

A total of 66 hours are required for graduation.

SCHEDULING

For a cluster beginning in the fall, the following is a typical schedule:

First Year

	<u>Study Area</u>	<u>Credits</u>	<u>Practicum</u>	<u>Credits</u>	<u>Total Credits</u>
Fall	None	0	9310 Practicum Research I	3	3
Winter	EDL 8181	3	9310 Practicum Research I	3	6
Spring	Study Area	3	9310 Practicum Research I	3	6
			or		
			9320 Practicum Research II		
Summer	Summer	3	9320 Practicum Research II	3	6
	Institute		or		
			9330 Practicum I		—
					21

Second Year

	<u>Study Area</u>	<u>Credits</u>	<u>Practicum</u>	<u>Credits</u>	<u>Total Credits</u>
Fall	Study Area	3	9320 Practicum Research II	3	6
			or		
			9330 Practicum I		
Winter	Study Area	3	9330 Practicum I	3	6
			or		
			9340 Practicum II		
Spring	Study Area	3	9330 Practicum I	3	6
			or		
			9340 Practicum II		
Summer	Summer	3	9340 Practicum II	3	6
	Institute		or		
			9350 Practicum III*		—
					24

*Credits are awarded after the Practicum has been completed.

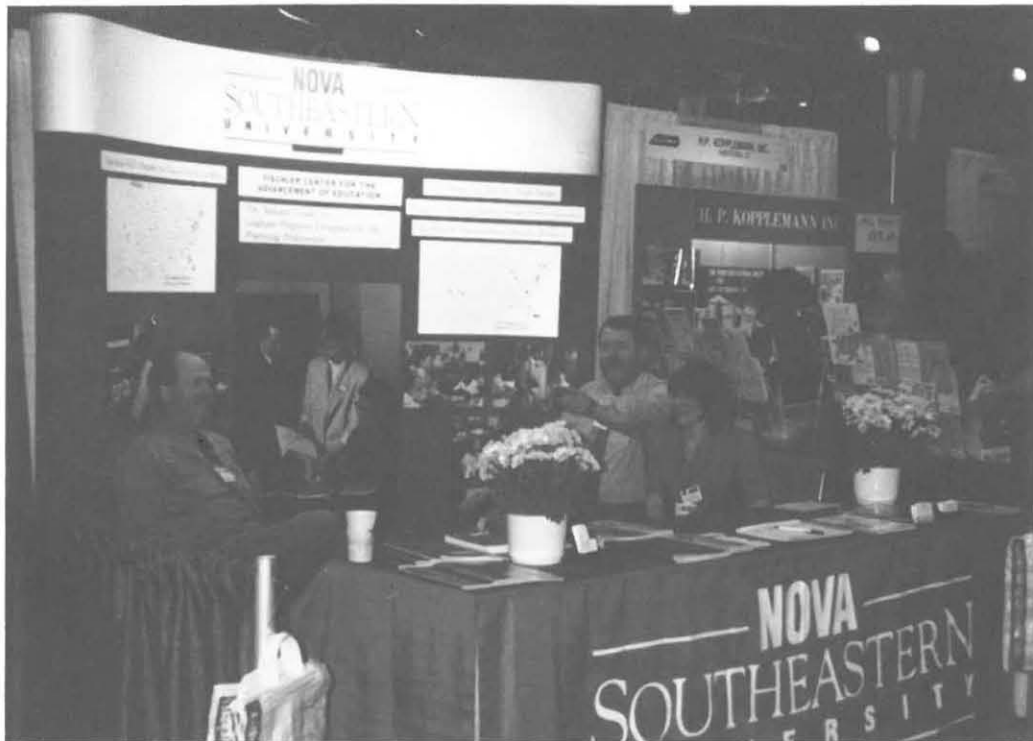
Third Year

	<u>Study Area</u>	<u>Credits</u>	<u>Practicum</u>	<u>Credits</u>	<u>Total Credits</u>
Fall	Study Area	3	9350 Practicum III*	3	6
Winter	Study Area	3	9350 Practicum III*	3	6
Spring	Study Area	3	9350 Practicum III*	3	6
Summer	None	0	9350 Practicum III*	3	3
					—
					21

*Credits are awarded after the Practicum has been completed.

Fourth and Fifth Year (As Needed)

Fall, winter, spring, summer: three credits each term for the Practicum (9350).



WITHDRAWAL AND REENTRY

The National EdD Program for Educational Leaders is designed as a continuous enrollment Program. However, participants occasionally encounter personal or professional situations that make it impossible for them to complete the Program within the time permitted. At times participants are faced with a temporary crisis and find they cannot keep pace with their cluster. When these circumstances arise, withdrawal and reentry procedures must be followed:

1. The participant **must** contact, in writing, the Program Dean to request withdrawal.
2. A written description of the conditions necessitating the withdrawal **must** be provided.
3. The period of withdrawal **must** be at least 6 months and may not exceed 24 months.
4. Upon withdrawal, Program services are **no longer available**. (Practicum implementation time will not be counted during a period of withdrawal.)
5. The participant **must** present to the Program Dean a letter of intent to request reentry. There is a \$250 reentry fee.
6. The Program's Executive Committee will act on the participant's request for reentry. Reentry provisions are designed to accommodate participants who are unable to handle Program demands at a given point in time (reentry is not granted to participants who are simply unable to meet the requirements of the Program). The decision of the Executive Committee is final and may not be appealed.

If a participant remains on withdrawal status for fewer than 5 years but more than 2 years, reentry is considered on a case-by-case basis. If a participant remains on withdrawal status for 5 or more years, he or she must begin the Program anew.

DISMISSAL

The Program reserves the right to dismiss participants at any time if it becomes obvious that they are unable to satisfy the Program's academic requirements, if they consistently have problems meeting Program time lines, or if their academic behavior is reprehensible (e.g., cheating, plagiarizing, misrepresenting oneself).

GRADUATE ACTIVITY

CAREER RESOURCES

The Career Resource Center offers a variety of services to Nova Southeastern graduates. Graduates may establish a credentials file for a start-up fee of \$25.00 (includes four mailings to prospective employers; \$8.00 per mailing thereafter). Services include resume writing, interviewing techniques, and information on part-time and full-time employment. More information can be obtained by calling the Career Resource Center at (954) 475-7504 or 800-986-3223, Ext. 7504.

NSU ALUMNI ASSOCIATION INTERNATIONAL

Nova Southeastern University has an active Alumni Association that is a division of the Office of Development. The association is organized on three levels—local, state, and national—that work in concert to provide special programs and other services to promote the professional and intellectual growth of graduates and maintain communications between graduates and the University. Additional information can be obtained from the Office of Alumni Relations, (954) 475-7418.

EDUCATIONAL LEADERS GRADUATE COORDINATOR

In addition to the many services offered to Program graduates from the NSU Alumni Association International, the Educational Leaders Program has a graduate coordinator who works closely with the Alumni Office staff to ensure that our graduates stay professionally connected with their colleagues and professors upon completion of the Program. In order to facilitate this communication, a World Wide Web homepage is accessible via the Internet to keep graduates informed of professional development opportunities and continued networking with colleagues. Additionally, graduates can stay abreast of posted job vacancies in educational leadership. They may use the bulletin board feature to communicate with colleagues about problems and issues confronting educational leaders around the globe. A database of practicum titles and areas of expertise of graduates is also available.

All graduates receive the *Feedback Loop* newsletter which keeps them apprised of past, current, and future happenings in the Educational Leaders Program. They may elect to participate in the annual Summer Institute, as well as other professional development workshops and seminars offered throughout the year.

Additional information may be obtained from the Program Graduate Coordinator, Anthony J. DeNapoli, by e-mail at denapoli@fcae.nova.edu



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AWARDS

KATHLEEN COOPER WRIGHT SCHOOL IMPROVEMENT AWARD

The School Improvement Award of the National EdD Program for Educational Leaders was instituted in 1980. This distinguished honor is given in recognition of outstanding achievement in serving the educational needs of students through the implementation of a practicum. In 1986, this award was renamed the Kathleen Cooper Wright School Improvement Award in remembrance of Dr. Kathleen Cooper Wright, Practicum Advisor, who died in 1985.

Practicum faculty members are invited to recommend practicums that most effectively reflect the goals of the Program's practicum component. Criteria for this selection include power of the practicum design, quality of reporting, and educational significance of the work.

Designation of the award winner from among the finalists is made by a panel of noteworthy persons with no direct responsibilities for Program operations. These judges are chosen each year to provide a national perspective and professional viewpoints that will assure the validity of the award decision. This award is presented at the Summer Institute. The three most recent award winners are:

1994 Michele Rhule,
Williamsport IV-B Cluster

"A Program to Promote Higher Order Thinking within an Elementary School"

1995 Barbara Gerard,
Wilmington IX

"A Systemic Plan for Multicultural Education Through Staff Development in the New York Public Schools"

1996 Judith Merz,
Wilmington X

"School Business Partnerships: Pursuing the Opportunity"

HERBERT A. DREW, JR., MEMORIAL AWARD FOR EXCELLENCE IN EDUCATION

This award was established by the family and friends following the death of Herbert A. Drew, Jr., Cluster Coordinator for the Boston area clusters. Since 1994, an award is given to a recent graduate who has made an innovative contribution in the school or school district in which he or she works. This award is presented at the Summer Institute. The three most recent award winners are:

1994 Shari Pertich Curet,
Chicago X Cluster

"A Peer Mediation Program for Tinley Park High School"

1995 Ann M. Papagiotas,
Boston-Chelmsford I

"The Aurora Plan"

1996 Bruce Ettinger,
Wilmington IX

"The Development and Implementation of a Comprehensive Staff Development Program in a Middle School Program for Emotionally Disturbed Students"

PROGRAM DEAN'S AWARD

This award was established in 1994 to honor an exemplary educator who has made an outstanding contribution to the success of the National EdD Program for Educational Leaders. The award is presented at the Summer Institute. Recipients of the Program Dean's Award are:

1994 Dr. David Flight

1995 Dr. Louis Rubin

1996 Ms. Sheila Hauer and
Ms. Johnnie Perry

NATIONAL EdD PROGRAM FOR EDUCATIONAL LEADERS ADVISORY BOARD

The Advisory Board of the National EdD Program for Educational Leaders has a unique and important responsibility: to help assure that the Program continues to provide quality graduate education centered on the needs of contemporary school administrators.

The Board provides advice about curriculum, policies and procedures, Program development, and representation of the Program to the educational community.

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FRANKLIN SMITH, EdD
Superintendent
Washington, DC

IN REMEMBRANCE

The National EdD Program for Educational Leaders has lost the services of some key people through their deaths. Fifteen who provided leadership to the Program and contributed to the intellectual growth of many participants warrant continuing recognition.

MEDILL BAIR, EdD
National Advisory Board

ROBERT BLANCHARD, PhD
National Advisory Board

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MARK SHEDD, PhD
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RICHARD WILLARD, PhD
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KATHLEEN COOPER WRIGHT, EdD
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LEARNING RESOURCES

LIBRARY RESOURCES

The University library system has more than 500,000 volume equivalents.

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities and sciences. Its more than 200,000 volume equivalents can be searched through the library's online catalog. Also, specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog and to First Search.

The Einstein Library is equipped to perform online literature searches using DIALOG information databases. Reference librarians will assist students in structuring searches.

The library is a member of SEFLIN and FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation research. The library has an agreement with Wayne State University in Detroit for priority access to their vast collection of research materials.

Through the Distance Library Services Office (DLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in

research services to remote student locations. Students may call the DLS to request materials 24 hours a day, using mail, fax, or home computer. To contact, DLS by phone, call 800-541-6682, Ext. 7388. E-mail: library@nsu.acast.nova.edu

The Health Professions Division Library is located at the Main Campus. It contains card and computerized catalogs of holdings, more than 11,000 book titles, 783 active journals, and more than 800 audio and video tapes. The library is a member of DOCLINE, which is the National Library of Medicine's online, interlibrary loan service, coordinating with medical libraries in the United States. Full membership in the Miami Health Sciences Library Consortium permits free exchange of materials among local medical libraries for all patrons. Membership in the Association of Visual Sciences Librarians includes a cooperative lending relationship, so patrons have free access to nearly all vision-related resources. Also, a Drug Information Center, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

The Law Library of the Shepard Broad Law Center, with a collection numbering more than 261,000 volumes and volume equivalents, contains the standard materials required for legal study and research. It is one of the few collections in the country designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

STUDENT ACCESS TO TELECOMMUNICATIONS

The Graduate Programs at FCAE expect or require their field-based faculty, staff, and students to avail themselves of the University's resources. NSU's UNIX system enables users to communicate with others in their program through electronic mail (e-mail), request university electronic library services, participate in electronic classroom course experiences (when scheduled), discuss issues in computer conferences, and access worldwide resources including: practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the World Wide Web.

To get online, students need an MS-DOS-compatible or Macintosh* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud ** or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

To be assigned an account on the UNIX System, students need to complete a **Request for UNIX Account** form, which is available from their program office or located in the **Application and Admission Packet** section in the back of this catalog. After the form is processed by the user's Program, The Fischler Center's Office of Technology will provide account information.

For information about the system's capabilities or the answers to technical questions, call the FCAE Helpdesk at (954) 475-7216, or 800-986-3223, Ext. 7216 or call the NSU general communications Helpdesk at 800-541-6682, Ext. 7668. Your call will be transferred to the HELPDESK and handled by the staff member on duty.

*Limited Macintosh Support is available from NSU.

**Modems as slow as 2400 baud may be used.

CENTER FOR MEDIA AND TECHNOLOGY

Consisting of a TV studio equipped to video-record in color, a well-equipped audio studio and a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

COMPUTING FACILITIES

The University's Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for computer-oriented course work.

TEXTBOOKS

Nova Southeastern Books is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada may order their texts via telephone (954) 476-4750 or toll free 800-509-2665 or fax (954) 476-4759. E-mail: novabook@nsu.nova.edu

THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

NOVA SOUTHEASTERN UNIVERSITY STATEMENT OF ACADEMIC RIGHTS AND RESPONSIBILITIES

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university (while students will be guided by faculty in their educational experiences, they are free to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to formulate their own opinions);
- A scrupulous respect for the equal rights and dignity of others; and

- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. ACADEMIC STANDARDS

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not

original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. CONDUCT STANDARDS

1. Students should not interfere with the rights, safety, or health of members of the University community or interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;
 - h. Any act or conspiracy to commit an act that is harassing or abusive or that invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
 - i. Threats of or actual damage to property or physical harm to others;
 - j. Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of

initiation or admission into or affiliation with any organization operating under the sanction of a university); and

- k. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. SUPPLEMENTARY STANDARDS

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. VIOLATIONS

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic, conduct, or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be

subject to disciplinary action, including expulsion from the University.

STUDENT CODE OF COMPUTER ETHICS

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of University life, and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern's Student Code of Computer Ethics, please consult the National EdD Program for Educational Leaders *Participant Handbook*.

DRUG-FREE SCHOOLS AND CAMPUSES

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on

Nova Southeastern University owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the program's *Participant Handbook*.

PRIVACY OF RECORDS

Nova Southeastern University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: (a) student's name, (b) dates of attendance, and (c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing

prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

RESERVATION OF POWER

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

POLICIES GOVERNING STUDENT RELATIONS

GENERAL

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

INSTITUTIONAL AND ACADEMIC INFORMATION

NSU and its composite academic units periodically publish bulletins or catalogs describing The University and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

NOTICE OF NONDISCRIMINATION

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available

to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

GRIEVANCES

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the National Ed.D. Program for Educational Leaders *Participant Handbook*. A student with a grievance against any policy or procedure should follow the grievance procedures as outlined.

INTERNATIONAL STUDENTS

International students who intend to reside in the United States and who are required to obtain an I-20 **must** be full-time, degree-seeking students and **must** attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7240.

VETERANS' BENEFITS

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7241 or toll free 800-541-6682, Ext. 7241.

STUDENT PUBLICATIONS

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the University provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.

3. All University published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

STUDENT PARTICIPATION IN UNIVERSITY GOVERNANCE

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President's Student Advisory Committee which meets monthly with the President and appropriate senior administrative staff to discuss University matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self study subcommittee.

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Doctor of Audiology (AuD)

Doctor of Business Administration (DBA) in:

- Accounting
- Business Administration
- Finance
- Health Services
- Human Resource Management
- Information Systems
- International Management
- Marketing

Doctor of Education (EdD) in:

- Adult Education
- Child and Youth Studies
- Computer and Information Technology
- Computing Technology in Education
- Educational Leadership
- Health Care Education
- Higher Education
- Instructional Technology and Distance Education
- Vocational, Technical, Occupational Education

Doctor of International Business Administration (DIBA) in:

- International Business Administration

Doctor of Medical Dentistry (DMD, Fall 1997)

Doctor of Occupational Therapy (DOT)

Doctor of Optometry (OD)

Doctor of Osteopathy (DO)

Doctor of Pharmacy (PharmD)

Doctor of Philosophy (PhD) in:

- Clinical Psychology
- Computer Information Systems
- Computer Science
- Computing Technology in Education
- Dispute Resolution
- Family Therapy
- Information Science
- Information Systems
- Oceanography

Doctor of Physical Therapy (DScPT)

Doctor of Psychology (PsyD) in:

- Clinical Psychology

Doctor of Public Administration (DPA) in:

- Public Administration

Doctor of Speech-Language Pathology (SLPD)

Juris Doctor (JD) in:

- Law

Specialist Degrees

Educational Specialist (EdS) in:

- Education

Master's Degrees

Master of Accounting (MAcc)

Master of Biomedical Sciences (MBS)

Master of Business Administration (MBA)

Master of International Business Administration (MIBA)

Master of Occupational Therapy (MOT)

Master of Physical Therapy (MPT)

Master of Public Administration (MPA) in:

- Public Administration

Master of Science (MS) in:

- Applied Addiction Studies
- Coastal Zone Management
- Computer Information Systems
- Computer Science
- Computing Technology in Education
- Dispute Resolution
- Early Childhood Education Administration
- Education
- Elder Care Administration
- Family Support Studies
- Family Therapy
- Health Services Administration
- Human Resource Management
- Instructional Technology and Distance Education
- Management Information Systems
- Marine Biology
- Medical Management
- Mental Health Counseling
- School Guidance and Counseling
- Speech-Language Pathology

Master of Medical Education (MSc)

Bachelor's Degrees

Bachelor of Arts (BA) in:

- Liberal Arts

Bachelor of Science (BS) in:

- Accounting
- Administrative Studies
- Applied Professional Studies
- Business Administration
- Computer Information Systems
- Computer Science
- Early Childhood Education
- Elementary Education
- Exceptional Education
- General Studies
- Hospitality Management
- Legal Assistant
- Legal Studies (prelaw)
- Life Sciences (premedical)
- Ocean Studies
- Physician Assistant
- Professional Management
- Psychology
- Science and the Business Environment
- Science and the Law
- Secondary Education
- Sports, Recreation and Exercise Studies
- Vision Sciences

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova Southeastern University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

Any Nova Southeastern University student has the right to inspect and review his or her educational record. The policy of the University is not to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova Southeastern University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova Southeastern University does not discriminate on the basis of handicap, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The University registrar and director of human resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval For Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7241.

The school is authorized under federal law to enroll nonimmigrant alien students.

The Nova Southeastern University general policies on student relations are on file in the Office of the University Registrar.

APPLICATION AND ADMISSION PACKET

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the National EdD Program for Educational Leaders. Included here are:

- A graduate admissions application form.
- Three letter of recommendation forms.
- Three transcript request forms.
- UNIX account request form.

FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
National EdD Program for Educational Leaders
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 452-1548
800-986-3223, Ext. 1548 (United States and Canada)
Fax (954) 452-1529

OFFICE USE ONLY

CLUSTER ELD _____
Major Code- 801
Degree Objective- EDL
S-PR
AC-GST
AA-X
AT-GRM
First Semester _____

APPLICATION

National EdD Program for Educational Leaders

To the applicant: We welcome your application to this unique program. We have tried to design our application procedure in such a manner that you will learn more about the program and its goals while you provide necessary information about yourself. If at any point you are uncertain about the goals of the program or about the application process, you are encouraged to write or phone the program office, 800-986-3223, Ext. 1548.

To complete the application process, please:

1. Complete, sign, and mail this **application** (four pages) to the address below.
2. Include, with the application, a **check for \$40** (nonrefundable application fee in U.S. funds) made out to Nova Southeastern University.
3. Provide a copy of your **state administrative certificate** (photocopy acceptable).
4. **Transcripts** of all previous academic work are required and should be mailed directly to Admissions, FCAE, National EdD Program for Educational Leaders. An official copy of your master's degree transcript should be submitted immediately to begin the admissions process.
5. Complete, sign, and give the **three recommendation forms** to your colleagues (see instructions in this application for recommendation process).

Residents of South Carolina and Georgia must adhere to additional admission requirements. See the state supplement in the front of the catalog. All documents **must** be originals with original signatures unless otherwise noted.

All materials related to your application should be sent to:

Admissions, FCAE, National EdD Program for Educational Leaders
Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796.

Cluster Location Preferred: _____ Preferred Start Date: _____

Soc. Sec. No.: _____ - _____ - _____ Gender: () M () F Date of Birth: _____ - _____ - _____
Month Day Year

Legal Name: Last First Middle Initial Maiden Name (if applicable)

Name You Prefer Us to Use for Your Records: _____
(if different from above)

Legal/Permanent Address (line 1) Street Apt. No.

Legal/Permanent Address (line 2)

City State ZIP Code

Home Phone: () Business Phone: ()

Fax: () E-mail address: _____

Emergency Contact:

Name Relationship

Address Home Phone Business Phone

Please list all colleges and universities attended. An official copy of all previous academic work is required. An official copy of the master's degree transcript should be submitted immediately to:

Admissions, FCAE, National EdD Program for Educational Leaders
Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796.

Name of College	State	Start Date Mo/Yr	End Date Mo/Yr	Major Field/Area	Type of Degree	Conferred Date Mo/Day/Yr
		/	/			/ /
		/	/			/ /
		/	/			/ /
		/	/			/ /
		/	/			/ /

FINANCIAL AID:

Have you applied for financial aid? ____ Yes ____ No

Have you filed a Free Application for Federal Student Aid (FAFSA)? ____ Yes ____ No

If yes, when was the FAFSA sent to Iowa? _____
Date

CITIZENSHIP STATUS:

____ U.S. citizen
____ Nonresident alien
____ Resident alien

INTERNATIONAL STUDENTS:

Do you require an I-20? ____ Yes ____ No
If you have a visa, indicate status code: _____
Country of citizenship: _____
Native language: _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office at Nova Southeastern University, (954) 370-5695.

ETHNIC ORIGIN DATA (this information is requested for reporting purposes only):

Check one of the following:

____ White (not of Hispanic origin) ____ Asian or Pacific Islander
____ Black (not of Hispanic origin) ____ American Indian or native Alaskan
____ Hispanic origin ____ Other

STATUS:

First Time Applying to Nova Southeastern University? ____ Yes ____ No

If No, Previous Program: _____ Dates of Attendance: _____

How did your first hear about this degree program? Please be specific:

____ received brochure by mail ____ read ad in publication _____
____ from a graduate student or other person Name
____ visited NSU booth at conference _____ other (explain) _____
Name

EMPLOYMENT INFORMATION:
General Information

Employer: _____

Name of School: _____

School Address: _____

(City)

(State)

(ZIP Code)

Please check one:

Elementary: _____

Middle: _____

High School: _____

Other: _____

Special School (describe): _____

Grade Levels in School: _____

Applicant's Position and/or Title: _____

Number of Subordinates: _____ Budget for Which You Are Responsible: \$ _____

Immediate Supervisor: _____ () _____
Name Title Phone

Enrollment of Your School: _____ School System: _____

Most Recent Professional Positions and Dates:

_____ (19____ - present)

_____ (19____ - 19____)

_____ (19____ - 19____)

Job Description

The National EdD Program for Educational Leaders is designed for educators in administrative positions. If your title clearly denotes an administrative position (e.g., building principal, assistant superintendent), you need not submit a job description. If there is any doubt whether your position would be classified primarily as an administrative one, you should submit an **official** school district or system job description (signed by the Assistant Superintendent or Superintendent who supervises the area for which you are responsible) outlining your administrative responsibilities (in detail), including the percentage of time spent in your administrative role. (For job description guidelines, phone Cluster Coordinator.)

LETTERS OF RECOMMENDATION:

Identify the three persons you have asked to write letters of recommendation on your behalf (see forms). At least one of the three individuals should be your immediate supervisor or someone to whom you report.

1. _____ () _____
Name Title Phone

2. _____ () _____
Name Title Phone

3. _____ () _____
Name Title Phone

PERSONAL EXPECTATIONS:

Administrators seek to earn a doctoral degree for many reasons, some noble, some practical. What social and personal gain do you foresee as a result of completing your doctoral studies?

Collectively, the Program's study areas are designed to provide substantive knowledge, enriched perspectives, and leadership skills. Please indicate in a few sentences what you hope to gain from any one (specify which) of the study areas.

Program practicums are actions undertaken to improve an education "system" —efforts at systematic problem solving. Please list three or four problems, from your work setting, in which you might wish to intervene as part of your practicum experience.

ACKNOWLEDGEMENT OF PROGRAM REQUIREMENTS:

I understand that the requirements for the Program include passing each of the study areas, successfully completing two practicum experiences, and attending (for credit) two Summer Institutes. I understand that the execution of the practicums in the context of the Program will require my conceiving and implementing two systematic action plans to improve an educational "system" or "subsystem" in my work setting.

I understand that all Program admission requirements must be met and that I must be approved for admission prior to registration at the second scheduled cluster session.

I declare that the above information is complete and accurate, to the best of my knowledge. I agree to abide by all rules and regulations of Nova Southeastern University and the National EdD Program for Educational Leaders outlined in the Program catalog.

Release Statement

I give Nova Southeastern University permission to publish and use, in NSU publications, any photos in which I appear that may be taken during class or other University activities.

Signature: _____ Date: _____



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Fax (954) 452-1529

LETTER OF RECOMMENDATION

National EdD Program for Educational Leaders

THIS FORM MUST BE SIGNED BY BOTH THE APPLICANT AND THE PERSON MAKING THE RECOMMENDATION.

Name of Applicant: _____

Address of Applicant: _____

Street

City

State

ZIP Code

The person named above is seeking admission to the Ed.D. Program designed exclusively for school administrators. In preparing your recommendation please verify, if appropriate, the present administrative position of the applicant. Also, address the leadership potential of the applicant and, to the best of your ability, the likelihood of the applicant's succeeding in a program requiring a considerable amount of independent study and serious academic work. Do not complete the recommendation if the waiver below has not been signed by the applicant. If you write a separate letter, you must complete the information on this form and attach the letter. Do not return this form to the applicant. **Please mail the statement directly to Admissions, FCAE/National EdD Program for Educational Leaders, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796.** Use the reverse side of this form if you need additional space. Thank you.

Applicant to Complete:

Information Waiver to be completed by applicant before giving it to source of reference. Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974, I DO _____, I DO NOT _____ waive the right to inspect and review this completed recommendation.

Applicant's Social Security Number

Applicant's Signature

Please provide a written assessment of the applicant.

The person writing the recommendation letter must complete the following section:

Signature _____

Date _____

Name _____

Position _____

Address _____

Telephone _____

type or print

Street

City

State

ZIP Code

Please make a photocopy of this letter for your records.



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TRANSCRIPT REQUEST FORM

National EdD Program for Educational Leaders

To Be Completed By Student

To request that a transcript be sent from your former college or university to Nova Southeastern University, fill in the blanks in this section and the transcript transmittal form below.

Dear Alma Mater:

Please send to Nova Southeastern University an official transcript of the academic work I completed while attending your institution. The transcript transmittal form below should accompany the transcript.

A. I attended your college or university from _____ to _____

B. While in attendance, my name on your records was

Last First Middle/Maiden

C. My student identification number was _____

Thank you for your assistance.

Sincerely,

Signature

Note: Transcript must show degree and conferral date.

TRANSCRIPT TRANSMITTAL FORM

Dear Alma Mater: Please return this form with the transcript. Thank you.

Name _____
Last First Middle/Maiden

Address _____
Street and Number

City State ZIP

Social Security No. _____ / _____ / _____ Date _____

PLEASE SEND COPY TO: FCAE/National EdD Program for Educational Leaders
Nova Southeastern University
Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314-7796



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Signature

***Note:** Transcript must show degree and conferral date.*

TRANSCRIPT TRANSMITTAL FORM

Dear Alma Mater: Please return this form with the transcript. Thank you.

Name _____
Last First Middle/Maiden

Address _____
Street and Number

Social Security No. _____/_____/_____ Date _____

PLEASE SEND COPY TO: FCAE/National EdD Program for Educational Leaders
Nova Southeastern University
Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

UNIX ACCOUNT REQUEST FORM

National EdD Program for Educational Leaders

NOTE:

You must have access to a computer and modem before requesting a Unix Account. When requesting a Unix Account, you must fill-in this form completely; incomplete forms will delay processing. In addition to your login name and password, you will be sent a telecommunication program (MacKermit or IBM-PC Kermit, depending on the type of computer you indicated you have), Tymnet phone listing, Accessing Alpha: A Guide to NSU's Telecommunications System and an introduction to the Electronic Library. An account not used for 6 months will be deactivated or deleted from the system. This form will be processed upon your acceptance to the program in which you are applying. Please print when filling out this form.

Name: _____
(First) (M) (Last)

Mailing Address: _____

Telephone #: Home () - Office () -

Fax #: () - Social Security #: - -

Date of Birth: Month _____ Day _____,

NSU Status: _____ Student
_____ Faculty (Adjunct Instructor, Program Professor, Practicum Advisor, Staff, etc.)
_____ Administrator (Site Administrator, Cluster Coordinator)

Type of computer being used: _____ IBM Compatible, _____ Macintosh,

Size of disk drive: _____ 3.5" High Density (HD), _____ 3.5" Low Density (LD), _____ 5 1/4"

*****PLEASE CONTINUE ON REVERSE SIDE*****

FOR PROGRAM USE ONLY:

Please provide this individual with a Unix account. This individual is registered/employed in our program and is entitled to a Unix account.

Program Director/Designate

Date

FOR FCAE/OFFICE OF TECHNOLOGY USE ONLY:

Date Received: _____

Login: _____

Date Entered: _____

Password: _____

Date Mailed: _____

Processor's
Initials: _____

STUDENT CODE OF COMPUTER ETHICS

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research and administration. Nova Southeastern University computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students, as part of their academic preparation towards specific professional career goals, must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state and international computer laws. A copy of the "Florida Computer Crimes Act" and referenced Florida State Statutes may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova Southeastern University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:

- have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems
- limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office
- refrain from attempting to tamper with or obstruct the operation of Nova Southeastern University computer systems
- be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- be aware that the user of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical
- be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents
- use only legally obtained or licensed data or software in accordance with its license or purchase agreement
- be in compliance with Federal copyright laws and the University's Copyright Code

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

ACADEMIC COMPUTING ACCOUNT SECURITY AND ETHICS AGREEMENT

Nova Southeastern University has adopted rules for academic computing. The following rules outline your responsibilities for securing your academic account. This is not, however, a comprehensive list of all online policies, procedures and responsibilities. Access to your computer account is a privilege. You are expected to limit the use of your computer account to academic activities as defined by your academic program. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your program before your account can be activated.

Your computer account is to be used only by you. Do not share your account with other individuals. The password to your account must be kept secure.

You must change your password at least every six (6) months. If you neglect to change your password, the computer system will automatically expire it. Expiration of your password does not prevent you from accessing your account. It merely forces you to change your old password to a new value when you first log in. Make sure to commit your new password to memory. You may change your password at any time with the *passwd* command. Always choose a password that is difficult to "guess." Your password should conform to the following rules:

- It must be eight (8) characters in length.
- It must contain at least three special characters, such as a numeric digit.
- It must not be any word that may be found in a dictionary.

Choose a password that is meaningful to you but not obvious to anyone else. Examples of acceptable passwords are 728arves, jboad007, and beat1001.

Nova's computer systems will automatically monitor your password on a regular basis. If your password is "guessed" by the system, you will be sent electronic mail indicating that this has happened. If this occurs, change your password immediately to prevent anyone from tampering with your account.

It is your responsibility to make backups of your files on your own computer. Nova Southeastern University is not responsible for the loss of your computer files.

If you do not access your account for a period of six (6) months, your account will be reviewed and may be deactivated by the academic program. You must call the program to request reactivation of your account.

If you forget your password or have trouble accessing your account, please contact the person designated by your academic program to administer online accounts. This person can facilitate any changes needed to get you working again.

I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.

Print Name

Academic Program

Signature

Date

UNIVERSITY AND PROGRAM PHONE NUMBERS AND E-MAIL ADDRESSES

Toll Free Number	800-986-3223
	Extension
Willaim Alvarez, Program Professor alvarezb@fcae.nova.edu	4746
Nedra Borders, Coordinator of Marketing borders@fcae.nova.edu	7363
Deborah Brown, Secretary, Student Services dbrown@fcae.nova.edu	4056
Elaine Brown, Secretary, Practicums elaine@fcae.nova.edu	7372
Awilda Cordero, Program Receptionist	2747
Philip H. DeTurk, Program Professor deturk@fcae.nova.edu	1221
Nancy Draper, Secretary, Practicums draper@fcae.nova.edu	7364
Loretta Eaton, Secretary, Admissions eatong@fcae.nova.edu	1548
Charles L. Faires, Associate Director fairesc@fcae.nova.edu	5680
Sheila Hauer, Administrative Assistant, Student Services childss@fcae.nova.edu	7365
Kathryn Hollywood, Program Professor hollywok@fcae.nova.edu	7486
Moisette Hornbrook, Coordinator of Administrative Operations hornbok@fcae.nova.edu	7367
John Kaufhold, Program Professor kaufhold@fcae.nova.edu	4745
Sharon Kerbis, Coordinator of Instructional Materials kerbiss@fcae.nova.edu	7376
Howard Leibov, LeAP Developer howardl@fcae.nova.edu	7370
Dale Morel, Secretary to the Program Dean morel@fcae.nova.edu	1230
Sherilyn Newell, Program Editor newelld@fcae.nova.edu	(904) 750-6104
Wally Nguyen, Coordinator for Computer Support wally@fcae.nova.edu	7082
Suzanne Padgett, Administrative Assistant, Practicums padgetts@fcae.nova.edu	1222
Johnnie Perry, Administrative Secretary, Financial Accounts perryj@fcae.nova.edu	7367
Sharon Santilli, Coordinator of Practicum Research santulis@fcae.nova.edu	(770) 390-9626
J. Anthony Sharp, Program Professor sharpj@fcae.nova.edu	7373
María Shelton, Program Dean sheltonm@fcae.nova.edu	7366
Edna Suárez-Colomba, Program Professor suareze@fcae.nova.edu	7369
Vita Tippet, Secretary, Practicums tippet@fcae.nova.edu	7370
Accounts Receivable	7614
Admissions (to check for receipt of documents for your file)	7628, 7629, 4146
Bookstore, Rosenthal Student Center	4750
Fax-Educational Leaders Program	(954) 452-1529
Financial Aid, Andrea Miller	(954) 452-3380
Fischler Center for the Advancement of Education	7440
Loan Disbursing, Educational Leaders	5765
Registrar's Office, Pat Conti, Transcripts	7223
Hana Manning, Information	7400
Travel Office	7522



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